

# Courses

## LINGUISTICS (LIN)

### **LIN 661 Brief Introduction to the Structure of American Sign Language (1)**

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course will cover four major topics: (1) Phonology: The Study of the Raw Materials of Signs, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and influence of signs on one another in connected discourse; (2) Morphology: Building and Storing Words, the study of the basic meaningful units of ASL, including discussion of word creation, compounding, borrowing, affixation, and numeral incorporation. A discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; (3) Syntax: Building Sentences, the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and (4) Sociolinguistic Applications, a discussion of language variation and language contact in the deaf community.

### **LIN 662 Survey of American Sign Language Phonology (1)**

This course has four parts. Part one covers basic phonetic notation and includes practice in the phonetic description of lexical signs of ASL. This will include an examination of hand configurations, placements, orientations, nonmanual signals, and two-hand relationships. Part two deals with phonological processes, including movement epenthesis, hold deletion, metathesis, assimilation, location neutralization, and weak hand deletion. Part three examines phonotactic patterns within the lexicon of ASL, focusing on permissible combinations of phonetic elements. Part four considers the nature of phonological change and historical shifts in the structure of the lexicon.

### **LIN 663 Morphology of ASL Verbs (1)**

This course will focus on the use of space and the behavior of verbs that use space in meaningful ways in American Sign Language. Major topics will include an

examination of the signing space and the four functions of a locus, syntactic versus topographical space, mental representations of space, identity shift, a detailed examination of indicating verbs, locative verbs, classifier predicates (including discussions of imagery, verb roots, categories of classifier handshapes, and types of representations), and aspectual inflections that operate by changing the movement of verbs in space.

### **LIN 664 Survey of American Sign Language Syntax (1)**

This course begins by examining the various roles of nonmanual signals within ASL grammar and ASL discourse. This leads to the role of nonmanual signs in helping to determine the structure of ASL sentences. Next, the course examines the order of constituents within ASL sentences, including topics and topicalization, subject pronoun copy, deletion of subjects and objects, and the placement of tense markers. The next section of the course focuses on the use of space in ASL discourse, verb classes based on how space is used, verb agreement, and conceptual mapping. The course concludes by examining subordination and specific types of ASL syntactic structures including relative clauses, conditional clauses, and related constructions.

### **LIN 665 Sociolinguistics of the Deaf Community (1)**

This course provides an overview of the major areas of sociolinguistics and of current sociolinguistic thinking, with a focus on the Deaf community. It begins with an introduction to the field, followed by a look at bilingualism and language contact phenomena, including lexical borrowing, code-switching, code-mixing, diglossia, pidgins, and creoles. Following this look at intralanguage phenomena, the focus turns to the internal and external constraints upon them. Discourse analysis is then examined, with a focus on language and social interaction and the structure of conversations. Language attitudes are then discussed, followed by a look at language policy and planning.

**LIN 670 Introduction to First Language Acquisition by Children (1)**

This course introduces students to the processes by which children acquire their first language, focusing on the major milestones of phonological and syntactic development. Students will receive an overview some of the major research discoveries in child language acquisition. Course topics will include babbling and early phonetic development by infants, acquisition of word order, questions, and word meanings. A final segment of the course will explore the acquisition of sign languages and the ways in which deaf children's signing development parallels that of spoken language in hearing children. This course will include numerous class discussions on the readings, as well as several hands-on activities in which students will analyze spoken and signed excerpts from child language.

**LIN 671 Introduction to Acquisition of Sign Language (1)**

This course introduces students to the acquisition of ASL as a first language by deaf children and the unique contributions this research makes to general theories of language development. As background preparation, we will begin with a broad overview of important milestones in the acquisition of spoken language by hearing children. This will be followed by a short discussion on the effects of modality (oral/aural vs. gestural/visual) on the acquisition process. The remaining two-thirds of the class will be devoted to language development in the gestural/visual modality. Readings and lectures will center on the acquisition of phonology and selected syntactic phenomena, including nonmanuals and questions, ending with a discussion of delayed exposure to sign language and its effects on ultimate acquisition.

*Prerequisite:* LIN 670.

**LIN 695 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

**LIN 699 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**LIN 701 Introduction to Phonological Theory (3)**

An introduction to the principles of linguistic study, with a concentrated focus on English phonology and

phonological theory. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory.

**LIN 702 Introduction to Syntactic Theory (3)**

A comprehensive introduction to the principles and study of English syntax. Topics include principles of syntactic argumentation, detailed examination of the major syntactic structures of English, and the place of syntax in terms of the larger context of English grammar.

*Prerequisite:* LIN 701.

**LIN 703 Proseminar I (1)**

Proseminar I is the first course of a two-course series for entering linguistics graduate students. This course will introduce students to the profession of linguistics, its history and subfields, as well as the research specializations of department faculty. Students will also receive general training in the use of equipment in our computer and video labs needed for carrying out sign linguistics projects. Information on finding print and electronic resources to assist students in their studies and research will be provided.

*Corequisite:* Required for all first-year M.A. students

**LIN 704 Proseminar II (1)**

Proseminar II is the second of a two-course series for entering linguistics graduate students. This course will focus mainly on skills important for succeeding in our program, and in the academic field of linguistics in general. Program-specific topics include training in digital video and information on Comprehensive and Qualifying exams, research papers and the PhD application portfolio. Professional training topics include discussion of how to prepare abstracts and conference presentations, apply for funding and IRB approval, and what to expect at an interview for a linguistics faculty position. Lectures are given by department faculty and staff on a rotating basis.

*Prerequisite:* LIN 703.

*Corequisite:* Required for all first-year M.A. students.

**LIN 705 Introduction to Language and Communication (3)**

A comprehensive introduction to the science of language and communication. Topics include an introduction to levels of language and language study, language variation, discourse analysis, language in context, communication process models, cross-cultural communication; language issues in social stratification; and a brief introduction to

the academic study of translation and interpretation. In conjunction with the lectures, students will spend at least seven hours observing situations where interpreting occurs.

*Prerequisites:* Permission of the instructor.

### **LIN 707 The Structure of Language: English and American Sign Language (4)**

A comprehensive introduction to the linguistic structures of English and American Sign Language. Topics include phonetics and phonemics; phonological processes; the identification, structure, and distribution of morphemes; principles of syntactic argumentation; detailed examination of the major syntactic structures of English and ASL; and the place of phonology, morphology, and syntax in terms of the larger context of grammar.

### **LIN 721 Introduction to Cognitive Linguistics (3)**

An introduction to the cognitivist approach to linguistics, in which language and thought are taken to be grounded in basic human experiences and to grow out of the nature of the physical brain and body. Cognitive linguistics does not posit a separate 'language organ' in the brain, nor does it divide language into autonomous syntactic, phonological, lexical, and semantic modules. Instead, it treats form and meaning as interrelated on all levels of structure. Topics include frame semantics, prototypes and human categorization, metaphor, language and space, blended mental spaces, and cognitivist theories of syntax. The course will include both foundational literature and applications to sign linguistics.

### **LIN 731 American Sign Language Phonology (3)**

A study of the phonological structure of signs in American Sign Language. Part I presents a comparison of notation systems for signs and provides extensive training in sign notation. Part II deals with phonological contrast. Part III is concerned with the phonotactic properties of lexical signs. Part IV deals with phonological processes and historical change.

*Prerequisite:* LIN 701.

### **LIN 732 American Sign Language Morphology (3)**

An in-depth examination of the internal morphological structure of words. Examples are taken from a variety of languages of the world, but the primary focus is on ASL. Topics include compounding, affixation and cliticization, reduplication, indexing, numeral incorporation, aspect marking, and verbs of motion and location.

*Prerequisite:* LIN 731.

### **LIN 733 American Sign Language Syntax (3)**

Elements of syntactic analysis with a major focus on ASL, including hierarchical structure, parts of speech, word order, topic constituents, the role of nonmanual signals, verb classes, complementation, relative clauses, and conditional clauses.

*Prerequisite:* LIN 732.

### **LIN 741 Sociolinguistics in Deaf Communities (3)**

An examination of the theories and principles of sociolinguistics with specific reference to sign language variation in the context of the U.S. Deaf community. Topics include concepts of sociolinguistics, sociolinguistic methodology, describing language variation, social determinants of language variation, interactional determinants of language variation, language attitudes, and language policy and planning.

### **LIN 745 Languages and Cultures in Deaf Communities (3)**

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to participant observation and the ethnographic interview as research tools for understanding the interplay between language and culture in the Deaf community in which they participate.

### **LIN 750 Research Methods in Linguistics (3)**

Guided fieldwork experience in ASL linguistics with emphasis on data gathering and analysis. Students select research topics within a specific domain of ASL established by the instructor, conduct a literature review, gather data, perform analyses of the data, and prepare a formal written report.

*Prerequisite:* LIN 732.

### **LIN 763 American Sign Language Structure for Professionals in Deaf Education (3)**

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course will cover four major topics: 1) Phonology, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and the influence of signs on one another in connected discourse; 2) Morphology, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, reduplication, temporal and distributional aspect, numeral incorporation, and a discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; 3) Syntax, an examination of the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and

4) Sociolinguistic Applications, a discussion of language variation and language contact in the Deaf community and of language issues in deaf education in the United States.

#### **LIN 771 Field Methods I (3)**

This two-semester sequence will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

*Prerequisites:* All first-year M.A. courses are prerequisite to this class.

*Corequisite:* LIN 733.

#### **LIN 772 Field Methods II (3)**

This two-semester sequence will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

*Prerequisites:* All first-year M.A. courses are prerequisite to this class.

#### **LIN 795 Special Topics (1-3)**

Grading System: letter grades only.

#### **LIN 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

#### **LIN 801 Advanced Topics in Phonological Theory (3)**

An advanced seminar focusing on phonological theory. Topics will vary depending upon current developments in phonological theory.

#### **LIN 802 Advanced Topics in Syntactic Theory (3)**

An advanced seminar focusing on generative syntactic theory. Topics will vary depending upon current developments in syntactic theory.

#### **LIN 811 Language Acquisition by Children (3)**

This course critically reviews first language acquisition data for both spoken and signed languages. The course includes a critical evaluation of theoretical models attempting to account for how it is that children are able to acquire the languages they are exposed to. This course will provide a theoretical foundation for those teaching children and students of cognitive development.

*Prerequisites:* Required Master's level courses.

#### **LIN 812 Language Learning by Adults (3)**

This course critically reviews the acquisition of language by adults and the apparent disparity in language learning ability between children and adults. The course includes a critical evaluation of theoretical models of second language learning and will provide a theoretical foundation for those teaching language to adults and students for cognitive development.

*Prerequisites:* Core courses required for the Master's in Linguistics.

#### **LIN 822 Brain and Language (3)**

This seminar will review the literature on the neurological bases for language. Particular attention will be given to the relationship between spatial ability and linguistic ability. Models developed based on spoken-language data will be critiqued in light of data from sign languages, as production and processing of signing requires interaction of linguistic and spatial skills on several levels. Sign language data will be used to evaluate the traditional model of brain hemispheric specialization, where linguistic skills are lateralized on the left and spatial skills on the right.

#### **LIN 824 Introduction to Mental Space Theory (3)**

A seminar focusing on mental space theory. Topics include introductory concepts in cognitive grammar, conceptual space, space builders, cross-space mappings, metaphor, analogy, metonymy, blended mental spaces, grammar, and meaning construction.

#### **LIN 827 Cognitive Grammar (3)**

A seminar focusing on cognitive grammar. Major topics include introductory conceptual constructs important for language, symbolic linguistic units, grammatical categories, language as symbolization, grammatical constructions, and the application cognitive grammar to specific grammatical phenomena.

*Prerequisites:* LIN 702, 733.

#### **LIN 841 Discourse Analysis (3)**

The focus of this course is a comparison among

six dominant approaches to the analysis of discourse: pragmatics, speech act theory, conversational analysis, interactional sociolinguistics, ethnography of communication, and variation analysis, with close examination of different kinds of sign language discourse.

*Prerequisites:* Required Master's level courses.

### **LIN 842 Discourse Analysis: Conversation (3)**

The purpose of this course is to introduce students to theories and methods of discourse analysis. This is a companion course, not a sequel, to Discourse Analysis: Narrative. Whereas Discourse Analysis: Narrative is concerned with discourse produced primarily by one speaker, Discourse Analysis: Conversation is concerned with dialogic or multi-party discourse.

*Prerequisites:* LIN 701, 702, 703, 704, 721, 731, 732, 745.

### **LIN 843 Discourse Analysis: Narrative (3)**

The purpose of this course is to introduce students to theories and methods of discourse analysis. Narrative is chosen for study because it is primarily monologic (at least in U.S. culture) as distinct from dialogic or multi-party discourse which is covered in Discourse Analysis: Conversation. This course will focus on the analysis of ASL narratives.

*Prerequisites:* LIN 701, 702, 703, 704, 721, 731, 732, 745.

### **LIN 850 Historical Linguistics (3)**

This course focuses on language change. Topics include language families, methods of comparative reconstruction, phonological change, semantic change, and grammaticalization. We will evaluate the features of sign language in light of their relatively young age and compare them to other "new" languages such as creoles. Attention will be paid to methods of historical reconstruction for languages that have not been written down in the past.

### **LIN 855 Language Typology (3)**

In this course we survey the range of variation among world languages, both spoken and signed. Topics include tense/aspect systems, modals, representations of spatial concepts, and word order, as well as a consideration of potential universals specific to sign languages.

### **LIN 860 Language Variation (3)**

An examination of analytical methods used in the study of variation and change in language structure and use, with a focus on sign language variation. Practice in the

exploratory analysis and interpretation of sociolinguistics and discourse data, and an introduction to quantitative tools, including the Varbrul program.

*Prerequisites:* Core courses required for the Master's in Linguistics.

### **LIN 880 Guided Research Project (3, 3)**

An intensive research project conducted under the guidance of a faculty member. The course is a continuing course, begun in the fall semester of the student's third year in the program (first year of the Ph.D.) and continuing into the spring semester. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course in each of the two semesters. Students are expected to develop an appropriate research plan, to complete the human subjects review process, to analyze data, and to write a final paper of publishable quality.

*Prerequisite:* Acceptance to the Ph.D. program.

### **LIN 890 Dissertation Proposal Development (3)**

This graduate level seminar will be guided by a faculty member in order to assist students as they work through the process of developing their dissertation proposal. It will also provide students with the opportunity to learn from one another by describing their progress as they develop their proposals.

*Prerequisites:* All required Ph.D. courses.

### **LIN 895 Special Topics (1-3)**

Grading System: letter grades only.

### **LIN 899 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **LIN 900 Dissertation Research (1-9)**

Students may register for this course to conduct any aspect of their dissertation research.

*Prerequisites:* Doctoral students in linguistics who have advanced to candidacy for the Ph.D. degree.